

GRADE 2

Communities Here and across the World

Standard 2-4: The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states

2-4.2: Summarize how nation-states interact with one another in order to conduct trade. (P, H, E, G)

Taxonomy Level: B 2 Understanding /Conceptual Knowledge

Previous/future knowledge: This is the student's first experience with the idea of how nation-states interact through trade. Earlier in second grade (2-4.1) students identified on a map the continents and the major nation-states of the world and distinguished between these two entities.

In sixth (6-3.1) students will explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. In seventh grade (7-1.3, 7-1.5) students will compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies. They will also summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns and the spread of various religions.

It is essential for students to know the incentives that nation-states have to interact and engage in trade. Students must understand the motives (i.e. acquiring necessary goods and services) behind trading with other nations and how this forces nation-state interactions. It is also essential for students to understand how nations interact and engage in trade, i.e., transportation, communication, etc.

It is not essential for students to know the theory of comparative advantage. Students do not need to understand the costs and benefits of trade or be able to identify who wins and loses in trading relationships. It is also not essential for students to understand details of a nation's trade flows or trade patterns.

Assessment guidelines:

Appropriate assessment requires students to *summarize* the way nations interact with each other; therefore the primary focus of assessment should be to *generalize* the main motives of nation-state trade, descriptions of nation-state trading practices, and the effects of these practices on the relationships among trading partners.